DOCUMENT RESUME

ED 044 986 48a FL 002 019

AUTHOR	Willbern, Glen D.; Rutimann, Hans
TITLE	Lengths of Sequences in Modern Foreign Languages in U.S. High Schools.
INSTITUTION	Modern Language Association of America, New York, N.Y.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-5-1098
PUB DATE	Nov 70
CONTRACT	OEC-1-6-051098-1613
NOTE	19p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.05
DESCRIPTORS	Articulation (Program), Comparative Statistics, Enrollment Rate, Enrollment Trends, French, German, Italian, *Language Instruction, Language Programs, *Modern Languages, *National Surveys, Russian, *Secondary Education, Secondary School Students, Spanish, Statistical Analysis, Student Enrollment, *Surveys

ABSTRACT

This survey of 1,814 public and nonpublic senior high schools presents statistical data in 22 tables on: (1) the lengths of sequences that the schools offer in French, German, Spanish, Russian, and Italian; (2) the extent to which students avail themselves of the sequences offered; and (3) the extent to which senior high schools give recognition to language study done at a lower level (in "feeder schools"). Results report school offerings on the basis of instructional levels as a measure of course content. Discussion of findings includes a comparison of practices between public and nonpublic schools. (RL)

ED 044986

LENGTHS OF SEQUENCES IN MODERN FOREIGN LANGUAGES IN U.S. HIGH SCHOOLS

by Glen D. Willbern and Hans Rütimann

The research reported herein was performed pursuant to Contract No. OEC-1-6-051098-1613 with the Office of Education, United States Department of Health, Education, and Welfare

Section 602, Title VI, NDEA

PA - 48

FL 002 019

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

The Modern Language Association of America
November 1970

THE SURVEY

Data for this report were collected through a questionnaire sent to a selected sample of senior high schools, both public and nonpublic. The questionnaire was designed to gather information on (a) the lengths of sequences that the schools offer in modern languages, (b) the extent to which students avail themselves of the sequences offered, and (c) the extent to which senior high schools give recognition to language study done at a lower level.

The survey was limited to a study of the five most commonly taught modern foreign languages—French, Spanish, German, Italian, and Russian. Principals were asked to report their school offerings on the basis of instructional levels as a measure of course content. Instructional level was not to be considered as a synonym of "academic year" or "year of instruction" but as the amount of vocabulary, syntax, etc., of the foreign language that would normally be taught in a full academic course at the secondary school level meeting five days weekly for a full period (40-60 minutes). It was hoped that this definition would insure accurate reporting on the weight given by the senior high schools to work completed in a "feeder school," i.e., the school immediately preceding the school that was reporting, whether this was elementary, junior high, or intermediate.

PUBLIC SCHOOL SAMPLE

Questionnaires were addressed to the principals of 1996 public high schools in a probability sample furnished by USOE statisticians (and to the principals or head masters of 519 nonpublic schools). Returns were received from 1916 of the 1996 public schools in the sample. Of these returns, 182 were eliminated because they did not fit the criteria for inclusion (elementary schools, secondary schools lacking a twelfth grade, or schools that were no longer in operation), leaving 1814 that could be considered to meet the criteria. Usable returns were received from 1734 schools of the 1814 schools (95.4%); no returns were received from 80 (4.4%). Of the 1734 returns, 1190 were from schools that reported courses in one or more modern foreign languages (MFL's) and 544 from schools that offered none—breaking down into 69 and 31 per cent, respectively. (It should be borne in mind that an undetermined number of the schools not offering modern language were offering Latin, on which no figures were gathered in this survey.)

NONPUBLIC SCHOOL SAMPLE

Questionnaires were sent to 519 nonpublic high schools. Returns were received from 476 of these schools. Of these returns, 42 were eliminated because they did not meet the criteria for inclusion, leaving 434 usable returns. Of this group, 410 were from schools that reported courses in one or more MFL's and 24 from schools that offered none. In summary, 43 schools in the revised sample failed to respond (9%), leaving a return of 434 (91%). These, in turn, were broken down into 410 offering MFL (94%) and 24 that offered none (6%).

FINDINGS OF THE SURVEY

The results of the survey are summarized in the accompanying tables; Tables P-1 through P-11 give findings for the public schools and N-1 through N-11 for nonpublic schools. Figures in all cases refer to the totals reported by the schools; from these, percentages have been calculated for all categories.

PATTERN OF ORGANIZATION

The most common pattern of organization (Tables P-1 and N-1) in both public and nonpublic schools remains that of the four-year 9-12; half of the public schools are organized on this pattern and about 70 per cent of the nonpublic. About one fifth of the public and one seventh of the nonpublic use the 10-12 senior high school pattern.

LENGTH OF MFL SEQUENCES

Tables P-2 and N-2 show the sequences available as reported by the schools in the sample. The largest category in the public schools remains that of the two-level offering, though 20 per cent reported sequences of three levels, and just over a quarter of them reported that they offered four. Almost eight per cent reported five levels available, and a small group reported six. In the nonpublic schools the largest category was that of four levels (36.8%), with about a quarter in each of the two-level and three-level groups. More than a tenth reported sequences of five levels, and just over two per cent reported six.

MFL OFFERINGS

French was the leading language in both types of schools (Tables P-3 and N-3), Spanish was second, and German was third. The public schools had an average of almost two MFL's—2080 offerings in 1190 schools—, and the nonpublic about the same—794 offerings in 410 schools. Half of the public schools reported sequences of three or four levels, with more offering four (30%) than three (20%). The nonpublic report about a quarter as offering three levels and almost a third offering four. In both types of school, offerings of five or six levels were reported by between five and ten per cent.

NUMBER OF MFL's OFFERED

Tables P-4 and N-4 show that half of the public schools were offering one MFL compared with about a third of the nonpublic. About a third of the public schools offered two compared with almost half of the nonpublic that reported two languages. For three or more languages, public and nonpublic school offerings are similar, with about one school in seven offering three, just under four per cent offering four, and one per cent or less offering all five.

LANGUAGE DISTRIBUTION

Tables P-4 and N-4 show in order the number of schools offering each language or combination of languages, with French, combination of French and Spanish, and Spanish in the lead in the public schools, and the combination of French and Spanish far in the lead in the nonpublic, followed by French alone, and the combination of French, Spanish, and German.

GRADUATES WITH MFL

Tables P-6 and N-6 show the proportion of graduates who had completed one or more levels of MFL. Less than half of the public school graduates had taken as much as one level of MFL—about 86,000 of the 190,000 graduates. The nonpublic schools reported that more than 70 per cent of their graduates had taken MFL—26,000 of the 36,000 graduates reported.

LENGTHS OF SEQUENCES COMPLETED

Tables P-7 and N-7 show the number and percentage of graduates with MFL, with a breakdown by language and level. More students took Spanish than any other language, but a larger proportion of the graduates took third level courses in French and German than in Spanish. In the completion of four levels, Russian leads, with French not far behind (10% for Russian and over 9% in French). French definitely leads in graduates reporting the completion of five or six levels, though the totals are low in all cases. In the nonpublic schools, French has a three to two lead over Spanish among the graduates, and also leads in the proportion who completed three levels—27.6% for French compared with 24% for Spanish—and in the proportion completing four levels.

GRADUATES WITH MFL BY TYPE OF SCHOOL ORGANIZATION

Tables P-8 and N-8 present a breakdown of graduates with MFL by type of school organization.

"FEEDER" SCHOOLS

Tables P-9 and N-9 present a breakdown of schools by type of organization, with the number in each category that permit students entering from a lower school in the system to continue a language begun there. The shorter the grade span covered by the senior high school, naturally, the larger the proportion that accept MFL work done at the lower level. Tables P-10 and N-10 show the number and percentage of feeder schools that offer MFL. Spanish is offered by more schools than any other, with French in second place and German in third in the public schools, with French and Spanish reversing their roles in the nonpublic.

PLACEMENT PRACTICES

Tables P-11 and N-11 are devoted to an analysis of the placement practices employed by schools that accept MFL work done at a lower level. For the public schools, 601 schools—about half of the total in the sample—reported that they accept work in MFL done in a feeder school. Seventy-two per cent of these say that they never give credit for more than two levels. About one fourth place all students in the first level. About 63 per cent use a formula or equation, usually counting two years in the lower school as the equivalent of one level in the senior school. Less than four per cent use some sort of placement test. A somewhat larger group—about seven per cent—use "other" means of determining placement, defined as combinations of equation and placement test, student's preference, or recommendation of his lower school teacher. Practices are rather uniform among the various languages. In the nonpublic schools, the concept of the feeder school is not applicable in a large number of cases. This no doubt accounts for the larger proportion that use placement tests or "other" means of determining placement level—about half report these methods compared with only 16 per cent using a formula or equation and about 30 per cent that place all entering students in first level.

SOME COMPARISONS BETWEEN PUBLIC AND NONPUBLIC SCHOOLS

In both public and nonpublic schools, the largest category of graduates who had taken modern foreign language was of those who had completed the second level. But in the public schools the second highest group was of those who had completed only one level, whereas in nonpublic schools the second highest was of those who had completed three levels.

Although French was reported as the most widely offered language in the public schools, there were more graduates in 1966 who had taken Spanish than there were for French. In the nonpublic schools, the number with French was larger.

About 40 per cent of the public schools reported receiving students with language courses completed in the feeder schools against about 48 per cent of the nonpublic schools.

In the public schools about 40 per cent of the total reported the second language level as the highest offered; in the nonpublic schools the four-level sequence was the most popular (offered in 37% of the schools).

In the public schools, about half offer only one modern language and some 30 per cent offer two. The situation is reversed in the nonpublic schools, with 32% offering one language and almost half (47%) offering two. In both types, the most widely offered language was French, and Spanish was close behind, and the most common combination of two was of French and Spanish.

About 45 per cent of the public school graduates of 1966 had completed one or more levels of MFL, compared with 72 per cent of the nonpublic school graduates.

PUBLIC SCHOOL OFFERINGS

TABLE P-1. QUESTIONNAIRES RETURNED FROM PUBLIC HIGH SCHOOLS WITH COURSES IN MFL, BY TYPE OF SCHOOL ORGANIZATION

H. S. Organization by Grade Span	No. of Schools	% of Total
9 - 12	601	50.5
10 - 12	244	20.5
7 - 12	132	11.1
8 - 12	57	4.8
Other	68	5.7
Unspecified	88	7.4
Total	1,190	100.0

TABLE P-2. NUMBER AND PERCENT OF PUBLIC SENIOR HIGH SCHOOLS WITH MFL, BY MAXIMUM LENGTH OF LANGUAGE SEQUENCE

Length of Sequence	Number of Schools	Percent of Schools
1 level	52	4.4
2 levels	473	39.7
3 levels	246	20.9
4 levels	313	26.1
5 levels	92	7.7
6 levels	14	1.2
Total	1,190	100.0

TABLE P-3. NUMBER AND PERCENT OF PUBLIC HIGH SCHOOLS TEACHING MFL, BY LANGUAGE AND MAXIMUM LEVEL OFFERED

LANGUAGE	TOTAL	LEVELS 1	2	3	4	5	6
			NUMBER OF SCHOOLS				
FRENCH	858	38	326	162	248	74	10
GERMAN	339	21	104	86	104	17	7
SPANISH	803	43	296	156	248	52	8
RUSSIAN	62	8	13	17	23	1	0
ITALIAN	18	3	3	7	4	1	0
ALL LANGUAGES	2,080	113	742	428	627	145	25
			PERCENT OF SCHOOLS				
FRENCH	100.0	4.4	37.9	18.8	28.8	8.6	1.2
GERMAN	100.0	6.1	30.8	25.4	30.8	5.0	1.9
SPANISH	100.0	5.3	36.9	19.4	30.9	6.3	1.0
RUSSIAN	100.0	12.5	20.8	27.1	37.5	2.1	-
ITALIAN	100.0	14.3	14.3	42.9	21.4	7.1	-
ALL LANGUAGES	100.0	5.4	35.6	20.6	30.1	6.9	1.2

TABLE P-4. NUMBER AND PERCENT OF PUBLIC HIGH SCHOOLS WITH MFL, BY ORGANIZATIONAL TYPE AND NUMBER OF LANGUAGES OFFERED

NO. OF LANGUAGES	ALL SCHOOLS	TYPE 9-12	10-12	7-12	8-12	*Other	Unspec.
			NUMBER OF SCHOOLS				
TOTAL	1,190	601	244	132	58	67	88
1 LANGUAGE	584	326	43	81	30	61	43
2 LANGUAGES	372	186	91	36	23	5	30
3 LANGUAGES	162	77	76	12	4	0	13
4 LANGUAGES	46	9	31	3	0	0	3
5 LANGUAGES	6	3	3	0	1	1	0
			PERCENT OF SCHOOLS				
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1 LANGUAGE	49.1	54.3	17.7	61.4	52.3	90.4	48.5
2 LANGUAGES	31.3	31.0	37.4	27.7	40.9	7.7	33.8
3 LANGUAGES	15.2	12.8	31.0	8.9	6.8	-	14.7
4 LANGUAGES	3.8	1.5	12.8	2.0	-	-	3.0
5 LANGUAGES	.6	.4	1.1	-	-	1.9	-

* "Other" types schools are predominately K-12, but also include 1-12, 3-12, 4-12, 5-12, 6-12, 11 and 12, and schools with grade 12 only.

TABLE P-5. NUMBER AND PERCENT OF PUBLIC SCHOOLS OFFERING MFL, BY RANK ORDER OF LANGUAGE OR COMBINATION OF LANGUAGES OFFERED

LANG. OR COMB.	Number of Schools	Percent
FRENCH	303	25.4
FRENCH-SPANISH	300	25.2
SPANISH	232	19.5
FRENCH-SPANISH-GERMAN	163	13.7
GERMAN	51	4.3
SPANISH-GERMAN	40	3.4
FRENCH-SPANISH-GERMAN-RUSSIAN	40	3.4
FRENCH-GERMAN	29	2.4
FRENCH-SPANISH-RUSSIAN	12	1.0
FR.-SP.-GER.-RUS.-IT.	6	.5
FRENCH-SPANISH-GERMAN-ITALIAN	5	.4
FRENCH-ITALIAN	3	.2
FRENCH-SPANISH-ITALIAN	3	.2
SPANISH-GERMAN-RUSSIAN	3	.2
SPANISH-ITALIAN	2	.1
FRENCH-GERMAN-RUSSIAN	2	.1

TABLE P-6. NUMBER AND PERCENT OF PUBLIC HIGH SCHOOL GRADUATES IN 1966 FROM SCHOOLS OFFERING MFL WHO COMPLETED ONE OR MORE LEVELS OF MFL, BY TYPE OF SCHOOL ORGANIZATION

TYPE	Number of Schools	Number of Graduates	Number of Grads with MFL	Percent of Grads with MFL
ALL SCHOOLS	1,190	190,711	86,763	45.5
9 - 12	601	78,699	36,865	46.8
10 - 12	244	76,558	35,725	46.7
7 - 12	132	13,082	5,662	43.3
8 - 12	57	6,403	1,885	29.4
Other	68	4,183	1,749	42.9
Unspecified	88	11,786	4,832	41.0

TABLE P-7. NUMBER AND PERCENT OF GRADUATES, 1966, WITH MFL, BY LANGUAGE AND HIGHEST LEVEL OF COMPLETION

LANGUAGE	ALL LEVELS	LEVELS 1	2	3	4	5	6
			NUMBER OF GRADUATES				
ALL LANGUAGES	89,288	24,736	43,775	13,166	6,466	975	168
FRENCH	36,304	9,269	17,023	5,849	3,334	681	147
GERMAN	9,569	2,431	4,778	1,713	598	49	0
SPANISH	42,231	12,668	21,541	5,295	2,462	244	21
RUSSIAN	522	178	188	101	52	1	0
ITALIAN	662	190	244	208	20	0	0
			PERCENT OF GRADUATES				
ALL LANGUAGES	100.0	27.7	49.0	14.7	7.3	1.1	.2
FRENCH	100.0	25.5	46.9	16.1	9.2	1.9	.4
GERMAN	100.0	25.4	49.9	17.9	6.3	.5	-
SPANISH	100.0	30.0	51.0	12.5	5.8	.6	.1
RUSSIAN	100.0	34.2	36.2	19.4	10.0	.2	-
ITALIAN	100.0	28.7	36.9	31.4	3.0	-	-

TABLE P-8. NUMBER AND PERCENT OF PUBLIC HIGH SCHOOL GRADUATES, 1966, WHO COMPLETED ONE OR MORE LEVELS IN SPECIFIED LANGUAGES, BY TYPE OF SCHOOL ORGANIZATION

LANGUAGE	ALL TYPES	TYPES 9-12	10-12	7-12	8-12	Other	Unspec.
			NUMBER OF GRADUATES				
ALL LANGUAGES	89,288	38,892	36,166	5,974	1,849	1,765	4,641
FRENCH	36,304	15,204	14,468	2,547	1,074	940	2,172
GERMAN	9,569	4,475	3,884	542	109	182	377
SPANISH	42,231	18,771	17,264	2,834	666	534	2,062
RUSSIAN	522	142	303	51	0	25	1
ITALIAN	662	302	247	0	0	84	29
			PERCENT OF GRADUATES				
ALL LANGUAGES	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FRENCH	40.7	39.1	40.0	42.6	58.7	53.2	44.6
GERMAN	10.7	11.5	10.8	9.1	5.9	10.3	8.1
SPANISH	47.3	48.2	47.7	47.5	36.0	30.3	46.6
RUSSIAN	.6	.4	.8	.8	-	1.4	.1
ITALIAN	.7	.8	.7	-	-	4.8	.6

TABLE P-9. NUMBER AND PERCENT OF PUBLIC HIGH SCHOOLS WHICH HAVE FEEDER SCHOOLS, BY TYPE OF SCHOOL ORGANIZATION; ALSO SHOWING PERCENT OF FEEDERS WITH EACH TYPE

TYPE SCHOOL	Total Number of Schools	Number of Schools with Feeders	Percent of Schools with Feeders
9 - 12	601	184	30.7
10 - 12	244	202	82.4
7 - 12	132	33	24.8
8 - 12	57	9	15.9
Other	68	5	9.6
Unspecified	88	35	39.7
Total	1,190	468	39.4

TABLE P-10. NUMBER AND PERCENT OF FEEDER SCHOOLS OFFERING MFL, BY LANGUAGE AND LEVEL

LANGUAGES	ALL LEVELS	LEVELS Less Than 1	1	2	3	4
		NUMBER OF SCHOOLS				
TOTAL	747	31	419	223	28	21
FRENCH	297	7	171	93	13	8
GERMAN	84	3	54	21	4	1
SPANISH	349	22	188	101	11	9
RUSSIAN	9	0	4	5	0	0
ITALIAN	7	0	1	3	0	0
		PERCENT OF SCHOOLS				
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
FRENCH	39.8	20.8	40.9	41.9	45.5	37.5
GERMAN	11.3	8.4	13.0	9.3	13.6	6.2
SPANISH	46.8	70.8	44.9	45.3	40.9	43.8
RUSSIAN	1.2	-	.9	2.3	-	-
ITALIAN	.9	-	.3	1.2	-	12.5

TABLE P-11. NUMBER AND PERCENT OF PUBLIC SCHOOLS WITH FEEDERS, SHOWING PLACEMENT PRACTICES, BY LANGUAGE

PLACEMENT PRACTICE	LANGUAGES					
	ALL LANGS.	FRENCH	GERMAN	SPANISH	RUSSIAN	ITALIAN
	NUMBER OF SCHOOLS					
a. First level	195	73	23	98	0	0
b. Formula or equation	470	196	54	207	8	4
c. Placement test	25	6	2	16	2	0
d. Other	51	21	5	24	0	1
NA	6	1	0	4	0	1
Total	747	297	84	349	10	6
	PERCENT OF SCHOOLS					
a. First level	26.1	24.5	27.7	28.2	-	-
b. Formula or equation	62.9	65.9	64,6	59.5	85.7	60.0
c. Placement test	3.3	2.2	1.5	4.5	14.3	-
d. Other	6.8	7.0	6.2	6.7	-	20.0
NA	.9	.4	-	1.1	-	20.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

"Other" includes combinations of a), b) and c), accelerated grouping, assessment of individual student's achievement and ability, student preference, and teacher recommendation.

NONPUBLIC SCHOOL OFFERINGS

TABLE N-1. QUESTIONNAIRES RETURNED FROM NONPUBLIC HIGH SCHOOLS WITH COURSES IN MFL, BY TYPE OF SCHOOL ORGANIZATION

H.S. Organization by Grade Span	No. of Schools	% of Total
9 - 12	293	71.5
10 - 12	14	3.4
7 - 12	23	5.5
8 - 12	11	2.7
Other	48	11.7
Unspecified	21	5.2
Total	410	100.0

TABLE N-2. NUMBER AND PERCENT OF NONPUBLIC SENIOR HIGH SCHOOLS WITH MFL, BY MAXIMUM LANGUAGE SEQUENCE OFFERED

Length of Sequence	Number of Schools	Percent of Schools
1 level	4	1.0
2 levels	99	24.2
3 levels	99	24.2
4 levels	152	36.9
5 levels	46	11.3
6 levels	10	2.4
Total	410	100.0

TABLE N-3. NUMBER AND PERCENT OF NONPUBLIC SCHOOLS OFFERING MFL, BY LANGUAGE AND MAXIMUM LEVEL OFFERED

		LEVELS					
LANGUAGE	TOTAL	1	2	3	4	5	6
			NUMBER OF SCHOOLS				
FRENCH	356	3	77	90	129	46	11
GERMAN	98	6	38	31	17	5	1
SPANISH	294	6	91	77	106	13	0
RUSSIAN	29	6	11	7	5	0	0
ITALIAN	17	3	6	6	1	0	0
ALL LANGUAGES	794	24	223	211	358	64	12
			PERCENT OF SCHOOLS				
FRENCH	100.0	.8	21.7	25.2	36.2	13.0	2.7
GERMAN	100.0	5.7	38.6	31.4	17.2	4.3	1.4
SPANISH	100.0	1.9	30.9	26.2	36.2	4.3	-
RUSSIAN	100.0	19.0	38.1	23.8	14.3	-	-
ITALIAN	100.0	16.7	33.4	33.3	8.3	-	-
ALL LANGUAGES	100.0	2.8	28.0	26.5	32.5	7.9	1.4

TABLE N-4. NUMBER AND PERCENT OF NONPUBLIC SCHOOLS WITH MFL, BY ORGANIZATIONAL TYPE AND NUMBER OF LANGUAGES OFFERED

NO. OF LANGUAGES	ALL SCHOOLS	TYPE 9-12	10-12	7-12	8-12	Other	Unspec.
			NUMBER OF SCHOOLS				
TOTAL	410	293	14	23	11	48	21
1 LANGUAGE	131	103	3	2	2	13	10
2 LANGUAGES	193	129	8	17	9	22	6
3 LANGUAGES	66	46	3	4	0	8	4
4 LANGUAGES	16	15	0	0	0	3	1
5 LANGUAGES	4	3	0	0	0	2	0
			PERCENT OF SCHOOLS				
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1 LANGUAGE	32.0	35.1	20.0	6.3	12.5	26.5	46.7
2 LANGUAGES	47.1	44.2	60.0	75.0	87.5	47.1	26.7
3 LANGUAGES	16.1	15.9	20.0	18.7	-	17.6	20.0
4 LANGUAGES	3.8	3.8	-	-	-	5.9	6.6
5 LANGUAGES	1.0	.9	-	-	-	2.9	-

TABLE N-5. NUMBER AND PERCENT OF NONPUBLIC SCHOOLS TEACHING MFL, BY RANK ORDER OF LANGUAGE OR COMBINATION OF LANGUAGES TAUGHT

Language or Combination	Number of Schools	Percent
FRENCH-SPANISH	170	41.6
FRENCH	90	22.0
FRENCH-SPANISH-GERMAN	46	11.4
SPANISH	31	7.6
FRENCH-GERMAN-SPANISH-RUSSIAN	11	2.8
GERMAN	10	2.4
FRENCH-GERMAN	10	2.4
GERMAN-SPANISH	10	2.4
FRENCH-SPANISH-RUSSIAN	10	2.4
FRENCH-SPANISH-ITALIAN	7	1.7
FRENCH-GERMAN-SPANISH-ITALIAN	4	1.0
FRENCH-GER.-SPAN.-RUS.-ITAL.	4	1.0
FRENCH-GERMAN-RUSSIAN	3	.7
SPANISH-ITALIAN	2	.3
FRENCH-RUSSIAN	2	.3
TOTAL	410	100.0

TABLE N-6. NUMBER AND PERCENT OF NONPUBLIC HIGH SCHOOL GRADUATES, 1966, FROM SCHOOLS OFFERING MFL, WHO COMPLETED ONE OR MORE LEVELS OF MFL, BY TYPE OF SCHOOL ORGANIZATION

TYPE	Number of Schools	Number of Graduates	Number of Grads with MFL	Percent of Grads with MFL
ALL SCHOOLS	410	36,812	26,737	72.6
9 - 12	293	29,018	20,359	70.2
10 - 12	14	1,898	1,403	73.9
7 - 12	23	1,091	879	80.6
8 - 12	11	519	445	85.7
Other	48	2,834	2,521	89.0
Unspecified	21	1,452	1,130	77.8

TABLE N-7. NUMBER AND PERCENT OF NONPUBLIC HIGH SCHOOL GRADUATES, 1966, WITH MFL, BY LANGUAGE AND HIGHEST LEVEL OF COMPLETION

		LEVELS					
LANGUAGE	ALL LEVELS	1	2	3	4	5	6
			NUMBER OF GRADUATES				
ALL LANGUAGES	27,760	3,140	13,770	7,184	3,093	480	92
FRENCH	15,208	1,326	6,959	4,197	2,201	437	88
GERMAN	1,593	252	952	312	67	7	2
SPANISH	10,560	1,504	5,704	2,531	784	36	1
RUSSIAN	91	15	32	38	6	0	0
ITALIAN	308	43	123	106	35	0	0
			PERCENT OF GRADUATES				
ALL LANGUAGES	100.0	11.3	49.6	25.9	11.2	1.7	.3
FRENCH	100.0	8.7	45.7	27.6	14.5	2.9	.6
GERMAN	100.0	15.8	59.8	19.6	4.2	.4	.2
SPANISH	100.0	14.2	54.0	24.0	7.4	.3	.1
RUSSIAN	100.0	16.9	35.4	41.5	6.2	-	-
ITALIAN	100.0	14.1	40.0	34.5	11.4	-	-

TABLE N-8. NUMBER AND PERCENT OF NONPUBLIC HIGH SCHOOL GRADUATES, 1966, WHO COMPLETED ONE OR MORE LEVELS IN SPECIFIED LANGUAGES, BY TYPE OF SCHOOL ORGANIZATION

LANGUAGE	TOTAL	TYPES 9-12	10-12	7-12	8-12	Other	Unspec.
			NUMBER OF GRADUATES				
ALL LANGUAGES	27,760	12,053	1,436	921	487	2,696	1,168
FRENCH	15,208	11,242	805	538	272	1,747	605
GERMAN	1,593	1,197	117	33	9	189	47
SPANISH	10,560	8,275	514	343	206	711	511
RUSSIAN	91	34	0	4	0	49	5
ITALIAN	308	305	0	3	0	0	0
			PERCENT OF GRADUATES				
ALL LANGUAGES	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FRENCH	54.8	53.4	56.0	58.4	55.9	64.8	51.8
GERMAN	5.7	5.7	8.2	3.6	1.7	7.0	4.1
SPANISH	38.1	39.3	35.8	37.2	42.4	26.4	43.8
RUSSIAN	.3	.2	-	.5	-	.8	.3
ITALIAN	1.1	1.4	-	.3	-	-	-

TABLE N-9. NUMBER AND PERCENT OF NONPUBLIC HIGH SCHOOLS WHICH HAVE FEEDER SCHOOLS, BY TYPE OF SCHOOL ORGANIZATION; ALSO SHOWING PERCENT OF FEEDERS IN EACH TYPE

TYPE SCHOOL	Total Number of Schools	Number of Schools with Feeders	Percent of Schools with Feeders
9 - 12	292	128	44.7
10 - 12	14	8	60.0
7 - 12	22	13	62.5
8 - 12	12	6	50.0
Other	49	27	55.9
Unspecified	21	10	46.7
Total	410	292	47.8

TABLE N-10. PERCENT OF FEEDER SCHOOLS OFFERING MFL, BY LANGUAGE AND LEVEL (PERCENTAGES CALCULATED ON A BASE OF 311 SCHOOLS

LANGUAGES	TOTAL	Less than 1	1	2	3	4	NA
ALL LANGUAGES	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FRENCH	53.6	50.0	56.2	50.0	66.7	45.4	50.0
GERMAN	7.2	-	4.5	12.0	-	18.2	8.8
SPANISH	36.9	50.0	38.4	32.0	33.3	36.4	38.2
RUSSIAN	1.4	-	.9	4.0	-	-	-
ITALIAN	.9	-	-	2.0	-	-	3.0

TABLE N-11. PERCENT OF NONPUBLIC SCHOOLS USING VARIOUS PLACEMENT PRACTICES FOR FEEDER SCHOOL STUDENTS, BY LANGUAGE (PERCENTAGES CALCULATED ON A BASE OF 292 SCHOOLS)

PLACEMENT PRACTICE	ALL LANGS.	FRENCH	GERMAN	SPANISH	RUSSIAN	ITALIAN
			PERCENT OF SCHOOLS			
a. First level	29.3	33.6	6.3	29.3	-	-
b. Formula or equation	16.2	14.3	43.8	14.6	-	-
c. Placement test	31.1	30.3	12.5	34.2	66.7	50.0
d. Other	18.0	21.0	18.7	14.6	-	-
NA	5.4	.8	18.7	7.3	33.3	50.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Budget Bureau No.: 51-6613
Expiration date : 31 March 1967

THE MODERN LANGUAGE ASSOCIATION OF AMERICA

FOREIGN LANGUAGE PROGRAM RESEARCH CENTER

4 WASHINGTON PLACE • NEW YORK, N.Y. 10003 • Telephone (area 212) SPring 7-7100

SURVEY TO DETERMINE THE LENGTH OF THE SEQUENCES OF COURSES IN MODERN FOREIGN LANGUAGES IN U.S. HIGH SCHOOLS

Conducted under contract with NDEA Title VI funds for the
United States Department of Health, Education, and Welfare
Office of Education

To the Principal or Headmaster:

This questionnaire is being sent to a selected sample of senior high schools, both public and nonpublic. The purpose is to gather information on:

a. The lengths of sequences that the schools offer in modern languages
b. The extent to which students avail themselves of the sequences offered
c. The extent to which senior high schools give recognition to language study done at a lower level (in the "feeder schools")

To save your time, the questionnaire is brief and simple. In field tests of Part A, most Principals completed the form in less than five minutes. Part B requires the checking of student transcripts; this work might be done by your secretary or by some other responsible person designated by you. The Modern Language Association will pay for this clerical work (details on enclosed billing form).

In any sample survey, the fuller the response, the more valid the results. We hope that you will contribute to the reliability of this study by sending the data requested from your school.

All names appearing on your completed questionnaire will be treated confidentially. No school or individual participating in the survey will be identified in the published report.

The enclosed self-addressed envelope is for your convenience in returning the completed questionnaire and the billing form.

Glen D. Willbern
Director of Statistical Research

Please check grade span covered by your school:
[ ] Grades 9-12
[ ] Grades 10-12
[ ] Other (specify grades) _____

(If your school does not extend through the 12th grade, please check here [ ] and return the questionnaire without completing it.)

Name and title of reporting officer: _____

Date: _____

Notes and Definitions

This survey is limited to a study of the five most commonly taught modern foreign languages — French, German, Spanish, Russian, and Italian.

Please note that the term "instructional level," as used in this questionnaire, is a measure of course content rather than a synonym of "academic year" or "year of instruction." It means the amount of vocabulary, syntax, etc., of the foreign language that would normally be taught in a full academic year course at the secondary school level meeting five days weekly for a full period (40-60 minutes). For example, in some schools approximately the same amount of material is taught in grades 7 and 8 combined as would be taught in grade 9 or grade 10 alone. In this case, the 7th and 8th grade courses combined are <u>one</u> "instructional level." The 9th grade course alone, or the 10th grade alone, if it meets the time criterion stated above, would each be one "instructional level." (In some school districts the first "instructional level" is covered in grades 4, 5, and 6, and the pupils begin the second level in grade 7.)

<u>"Feeder school"</u> means a school <u>immediately preceding yours</u> in your school district, whether junior high, intermediate, or elementary.

PART A. Sequences and placement practices in modern foreign languages (information needed from the principal or headmaster).

1. Check the languages listed below in which your school offers instruction, and circle the number under each that indicates the highest "instructional level" currently taught in it.

[ ] French	[ ] German	[ ] Spanish	[ ] Russian	[ ] Italian
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

2. Is modern foreign language instruction offered in any of your "feeder schools"?

Yes[ ] No[ ]

Note: If you checked <u>no</u> in question 2, above, disregard the rest of Part A and go on to Part B.

If you checked <u>yes</u>, answer also questions 3, 4, and 5.

3. Check each language that is taught in one or more of your feeder schools, and circle the number that indicates the highest "instructional level" currently offered in that language by any of the feeder schools.

[ ] French	[ ] German	[ ] Spanish	[ ] Russian	[ ] Italian
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

4. For each modern foreign language taught in your school, put an "X" in the appropriate box after the one statement that most accurately describes your <u>general</u> placement practice for students who continue in your school a modern foreign language that they started in the feeder school language program.

PLACEMENT PRACTICE	LANGUAGE				
	French	German	Spanish	Russian	Italian
a. The student is generally placed in the first level of instruction					
b. Placement is by formula or equation (as, for example, when instruction in grades 7 and 8 combined in a feeder school is regularly counted as <u>one</u> "instructional level")					
c. The student's level is determined by a placement test					
d. None of the above. The <u>general</u> placement practice in this school is: (please describe) _____ _____ _____					

5. Are students entering from feeder schools ever placed above the second "instructional level" in your school?

[ ] Yes [ ] No

PART B. Record of instruction in French, German, Spanish, Russian, and Italian completed by high school graduates of Spring (June) 1966 (to be compiled from transcripts).

a. Total number of graduates from your school in Spring 1966: _____

b. Number of graduates whose transcripts show no courses completed in any of the five languages listed above: _____

c. Number of graduates whose records show completion of courses in one or more of the five languages listed: _____

d. Breakdown of Item c by language and highest level completed in the language:

Language and total number of graduates who completed one or more "instructional levels" in the language	Number of graduates whose highest successfully completed "instructional level" was:					
	1st level	2nd level	3rd level	4th level	5th level	6th level
1	2	3	4	5	6	7
FRENCH:_____						
GERMAN:_____						
SPANISH:_____						
RUSSIAN:_____						
ITALIAN:_____						